



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

15150 West Mondell Road, Surprise, AZ 85374

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Paul Tighe
Schedule : 07:45 AM to 04:15 PM
Grades : K-8
Web Address : www.dysart.org
Phone Number : (623) 876-7600
Fax Number : (623) 876-7605
E-mail : ptighe@dysart.org

Mission

Kingswood Elementary School follows the Effective Schools model and embraces the Kids At Hope philosophy in its mission: LEARNING FOR ALL NO EXCEPTIONS, NO EXCUSES.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The Kingswood Elementary School community will increase student achievement through the implementation of the Effective Schools model for school improvement.
- ü The Kingswood staff will receive training in effective writing strategies and will utilize the Six Trait Writing Model to improve student writing abilities.
- ü Kingswood utilized the ADE School Improvement Planning model to create an action plan for school improvement, which is being implemented this year.

Enrollment

October 1, 2005 School Year Student Enrollment : 1020
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 87

Instructional Programs

- ü Zoo Phonics and 4 Blocks Literacy
- ü Hands-on Math
- ü Inclusionary Special Education Program
- ü Accelerated Reader Program
- ü 6 Traits Writing
- ü Kagan Cooperative Strategies

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We feel that parents are essential to the learning process of our students and that education is a partnership between home and school. We encourage parents to be active participants in our classrooms as well as co-teachers of their children at home.

Parents

We expect parents to maintain close contact throughout the school year. We expect parents to be involved with their child's education and to support the programs and policies of the school at all times. Working together, we can make a difference!

Transportation Policy

Kindergarten students residing more than one-half mile from the school and students in grades 1-8 residing more than one mile from the school are eligible for bus transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Artist-in-Residence Grant Recipient, 1992-2001	2001
ü ASPRA Award for Mock Incident Drill w/Surprise Police	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	1667	80010	98	98	99	443	442	447	11	11	10	19	20	18	57	57	53	14	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	841	38935	98	98	99	446	442	447	14	10	9	17	20	19	50	58	55	19	12	17
Male	60	817	40974	97	97	98	441	442	448	8	12	11	20	20	18	63	56	52	8	12	19
African American	NC	154	4201	NC	95	99	NC	432	430	NC	13	17	NC	28	23	NC	53	51	NC	6	9
Hispanic	32	638	34545	97	97	99	432	429	432	16	15	14	16	25	24	63	55	53	6	5	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	470	474	NC	NA	4	NC	10	10	NC	67	50	NC	23	36
American Indian/Alaskan Native	NC	20	3979	NC	95	96	NC	441	424	NC	15	17	NC	5	30	NC	70	47	NC	10	6
White	76	796	35142	97	99	99	447	452	465	9	7	5	21	15	11	53	59	56	17	18	28
Students with Disabilities	18	182	10161	86	88	93	425	409	419	22	37	28	33	29	28	39	30	36	6	4	8
Students without Disabilities	100	1485	69849	100	100	100	446	446	451	9	7	7	16	19	17	60	61	56	15	13	19
Limited English Proficient Students	NC	189	14013	NC	95	97	NC	412	413	NC	24	24	NC	36	34	NC	38	39	NC	2	3
Migrant Students	--	10	603	--	100	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	53	833	39029	96	97	98	437	432	432	19	15	14	9	24	25	64	55	52	8	7	9
Non-Economically Disadvantaged	65	834	40981	98	100	100	447	452	462	5	7	6	26	16	13	51	60	54	18	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	1635	79438	96	96	98	457	451	451	9	9	9	18	24	24	62	58	56	10	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	827	38775	97	97	99	462	455	457	14	7	7	11	22	22	58	60	58	18	11	13
Male	59	799	40560	95	95	97	451	446	446	5	11	12	25	25	25	66	57	54	3	7	9
African American	NC	151	4178	NC	93	98	NC	447	439	NC	8	13	NC	26	29	NC	62	52	NC	5	6
Hispanic	31	624	34297	94	95	98	445	433	434	13	14	14	26	33	31	52	50	50	10	4	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	484	475	NC	NA	3	NC	6	15	NC	71	63	NC	23	20
American Indian/Alaskan Native	NC	20	3940	NC	95	95	NC	452	429	NC	15	14	NC	10	36	NC	65	47	NC	10	3
White	75	781	34887	96	97	98	460	463	471	9	6	4	13	17	15	68	64	63	9	14	18
Students with Disabilities	16	151	9588	76	73	88	437	417	416	31	29	30	19	33	32	44	34	34	6	4	5
Students without Disabilities	100	1484	69850	100	100	100	459	454	456	6	7	7	18	23	23	65	61	59	11	10	12
Limited English Proficient Students	NC	184	13856	NC	92	96	NC	411	407	NC	24	27	NC	42	43	NC	33	29	NC	1	1
Migrant Students	--	10	600	--	100	96	--	NA	418	--	NA	22	--	NA	38	--	NA	39	--	NA	2
Economically Disadvantaged	52	813	38685	95	94	97	446	438	435	13	13	14	29	30	32	48	52	50	10	6	5
Non-Economically Disadvantaged	64	822	40753	97	98	99	465	463	467	6	5	5	9	17	16	73	65	62	11	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	1679	79971	100	99	99	422	424	423	7	7	8	40	39	41	53	52	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	847	38974	100	99	99	436	440	437	5	4	5	32	31	33	63	62	57	NA	3	4
Male	62	823	40895	100	98	98	409	409	410	10	10	10	47	47	47	44	42	41	NA	1	2
African American	NC	157	4203	NC	97	99	NC	419	411	NC	8	11	NC	45	45	NC	46	43	NC	1	2
Hispanic	33	647	34481	100	99	99	419	414	410	9	9	10	45	45	46	45	45	43	NA	1	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	451	449	NC	2	4	NC	23	28	NC	75	60	NC	NA	8
American Indian/Alaskan Native	NC	20	3995	NC	95	96	NC	440	409	NC	5	10	NC	25	47	NC	70	42	NC	NA	1
White	78	796	35150	100	99	99	421	432	437	8	6	5	37	35	35	55	57	56	NA	3	5
Students with Disabilities	21	200	10258	100	97	94	362	367	377	38	25	23	33	55	51	29	19	25	NA	1	1
Students without Disabilities	100	1479	69713	100	99	100	433	432	429	1	5	5	41	37	39	58	57	52	NA	2	3
Limited English Proficient Students	NC	194	13985	NC	97	97	NC	392	382	NC	13	18	NC	57	54	NC	30	27	NC	NA	0
Migrant Students	--	10	608	--	100	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	55	839	38994	100	97	98	413	417	409	9	9	10	42	44	47	49	46	41	NA	1	1
Non-Economically Disadvantaged	66	840	40977	100	100	100	428	432	437	6	6	5	38	34	34	56	58	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	1491	80147	93	98	99	476	472	482	11	14	11	21	19	17	48	51	49	20	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	724	39281	94	98	99	478	473	483	11	12	9	21	19	17	48	53	50	20	16	24
Male	60	760	40780	91	98	98	474	472	482	12	15	12	22	19	17	47	48	48	20	18	24
African American	13	126	4249	100	98	99	479	464	464	15	13	17	15	23	22	54	56	48	15	8	13
Hispanic	41	616	33494	84	96	99	462	461	466	17	18	15	29	24	23	41	47	49	12	11	14
Asian/Pacific Islander	NC	32	2103	NC	100	99	NC	482	515	NC	16	4	NC	16	8	NC	38	44	NC	31	45
American Indian/Alaskan Native	NC	18	4117	NC	95	96	NC	456	456	NC	33	19	NC	17	27	NC	28	46	NC	22	8
White	68	692	36122	97	99	99	483	484	501	7	10	5	16	14	10	53	54	50	24	23	35
Students with Disabilities	NC	148	10295	NC	84	92	NC	436	443	NC	40	33	NC	22	26	NC	35	33	NC	3	8
Students without Disabilities	117	1343	69852	100	100	100	475	476	488	12	11	7	21	18	16	46	52	51	21	18	26
Limited English Proficient Students	NC	174	12722	NC	93	97	NC	437	441	NC	33	27	NC	34	33	NC	29	37	NC	5	3
Migrant Students	--	12	622	--	100	97	--	436	454	--	50	19	--	17	30	--	25	43	--	8	8
Economically Disadvantaged	55	762	38371	85	95	97	467	461	465	16	19	15	27	24	23	38	45	49	18	12	13
Non-Economically Disadvantaged	71	729	41776	100	100	100	483	483	498	7	9	6	17	13	11	55	56	49	21	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	1476	79686	90	97	98	470	464	470	13	12	11	20	27	24	60	56	57	7	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	721	39163	91	98	99	478	469	475	9	9	9	17	25	22	64	60	60	9	6	10
Male	59	748	40438	89	96	97	463	460	465	17	14	13	24	28	25	56	53	54	3	5	7
African American	13	124	4228	100	97	98	473	462	458	8	8	15	23	29	28	69	60	53	NA	2	4
Hispanic	39	612	33299	80	95	98	453	451	452	21	18	17	26	32	32	54	48	47	NA	2	3
Asian/Pacific Islander	NC	32	2097	NC	100	99	NC	460	490	NC	13	5	NC	25	13	NC	59	68	NC	3	14
American Indian/Alaskan Native	NC	18	4087	NC	95	96	NC	455	446	NC	22	16	NC	22	38	NC	56	44	NC	NA	2
White	67	683	35914	96	98	98	480	477	489	9	7	5	16	22	15	63	63	67	12	8	14
Students with Disabilities	NC	133	9808	NC	76	87	NC	431	432	NC	36	35	NC	31	32	NC	31	30	NC	2	3
Students without Disabilities	117	1343	69878	100	100	100	470	467	475	13	10	8	21	26	23	60	59	61	7	5	9
Limited English Proficient Students	NC	173	12594	NC	92	96	NC	423	422	NC	35	34	NC	45	45	NC	20	21	NC	NA	0
Migrant Students	--	12	611	--	100	95	--	426	439	--	42	22	--	25	39	--	33	37	--	NA	2
Economically Disadvantaged	53	759	38095	82	95	97	463	453	452	17	17	17	26	33	32	49	46	48	8	4	3
Non-Economically Disadvantaged	70	717	41591	99	100	99	476	477	486	10	7	6	16	20	16	69	67	65	6	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	1514	80372	99	100	99	456	469	475	8	4	4	40	34	30	50	62	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	735	39452	99	100	99	467	481	488	7	2	3	32	27	22	58	70	72	3	1	3
Male	66	772	40836	100	99	98	445	459	464	9	5	6	48	40	37	42	55	56	NA	0	1
African American	13	129	4264	100	100	99	459	464	465	8	3	5	31	38	35	62	57	59	NA	2	1
Hispanic	49	635	33608	100	99	99	432	462	462	14	6	6	51	36	36	33	58	57	2	0	1
Asian/Pacific Islander	NC	32	2098	NC	100	99	NC	464	500	NC	6	2	NC	31	16	NC	59	75	NC	3	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	470	464	NC	NA	4	NC	42	39	NC	47	56	NC	11	1
White	69	692	36213	99	99	99	472	478	489	4	2	2	33	30	22	62	67	72	NA	0	3
Students with Disabilities	18	173	10526	95	98	94	398	414	427	22	14	15	67	66	53	11	18	31	NA	1	1
Students without Disabilities	117	1341	69846	100	100	100	465	476	482	6	2	3	36	29	26	56	68	69	2	1	2
Limited English Proficient Students	NC	182	12747	NC	97	97	NC	437	432	NC	9	12	NC	54	52	NC	36	36	NC	NA	0
Migrant Students	--	12	621	--	100	97	--	459	452	--	NA	9	--	58	40	--	42	51	--	NA	0
Economically Disadvantaged	64	786	38521	98	98	98	442	460	461	13	5	6	45	39	38	39	55	55	3	1	1
Non-Economically Disadvantaged	71	728	41851	100	100	100	469	480	489	4	2	3	35	27	22	61	70	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	1478	79306	91	96	99	492	492	504	13	15	13	21	23	20	62	51	49	4	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	700	38845	89	96	99	487	494	505	17	13	11	21	24	20	57	51	50	4	11	18
Male	47	777	40383	94	97	98	497	491	504	9	17	14	21	22	19	66	50	47	4	11	19
African American	NC	139	4171	NC	97	98	NC	483	485	NC	13	20	NC	35	26	NC	47	44	NC	4	10
Hispanic	24	557	32673	86	95	99	476	480	487	25	22	18	25	27	25	50	44	46	NA	7	10
Asian/Pacific Islander	--	41	2147	--	100	99	--	518	539	--	10	5	--	17	10	--	41	46	--	32	40
American Indian/Alaskan Native	--	18	4034	--	100	97	--	508	479	--	11	22	--	22	29	--	44	43	--	22	7
White	62	722	36234	93	97	99	498	502	523	8	10	6	21	19	13	65	57	52	6	14	28
Students with Disabilities	NC	151	10286	NC	75	91	NC	455	462	NC	46	41	NC	23	27	NC	30	27	NC	1	5
Students without Disabilities	92	1327	69020	100	99	100	492	496	510	13	11	9	22	23	18	61	53	52	4	12	21
Limited English Proficient Students	NC	130	10291	NC	89	96	NC	455	458	NC	42	38	NC	34	34	NC	22	26	NC	3	2
Migrant Students	--	11	630	--	92	95	--	470	478	--	36	24	--	18	27	--	45	43	--	NA	6
Economically Disadvantaged	40	749	37437	89	94	97	480	482	486	20	22	19	30	26	26	48	44	46	3	8	9
Non-Economically Disadvantaged	54	729	41869	93	98	100	501	504	521	7	7	7	15	20	14	72	58	51	6	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1474	79000	94	96	98	490	483	489	6	10	10	25	27	24	64	58	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	705	38774	92	96	99	493	489	494	NA	7	7	33	27	22	63	60	61	4	6	10
Male	48	768	40150	96	95	98	487	478	485	13	13	12	17	28	25	65	55	55	6	4	8
African American	NC	140	4153	NC	97	98	NC	475	476	NC	9	13	NC	36	30	NC	51	53	NC	4	4
Hispanic	25	547	32508	89	93	98	478	470	472	8	15	15	44	34	33	40	49	49	8	2	3
Asian/Pacific Islander	--	41	2142	--	100	99	--	501	510	--	5	4	--	12	14	--	71	67	--	12	16
American Indian/Alaskan Native	--	19	4016	--	100	96	--	502	467	--	5	14	--	21	37	--	63	46	--	11	2
White	64	726	36135	96	97	98	497	493	508	6	6	4	16	21	14	73	65	67	5	7	15
Students with Disabilities	NC	149	9991	NC	74	88	NC	445	449	NC	35	33	NC	33	36	NC	32	29	NC	1	2
Students without Disabilities	92	1325	69009	100	99	100	492	487	495	5	7	6	24	27	22	65	61	62	5	6	10
Limited English Proficient Students	NC	129	10199	NC	88	95	NC	440	439	NC	35	35	NC	45	47	NC	20	18	NC	NA	0
Migrant Students	--	11	629	--	92	95	--	445	457	--	36	22	--	36	41	--	27	37	--	NA	1
Economically Disadvantaged	42	743	37234	93	93	97	483	471	472	2	15	15	38	34	33	57	49	50	2	3	3
Non-Economically Disadvantaged	55	731	41766	95	99	99	496	495	505	9	5	5	15	21	16	69	66	65	7	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1526	79611	100	99	99	493	493	496	4	7	7	46	39	37	50	53	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	722	39016	98	99	99	504	506	511	4	5	4	38	31	29	58	63	66	NA	1	1
Male	52	803	40519	100	100	98	482	481	482	4	9	10	54	45	44	42	45	46	NA	0	0
African American	NC	141	4188	NC	98	98	NC	489	486	NC	8	9	NC	44	40	NC	48	50	NC	NA	0
Hispanic	29	584	32855	100	99	99	481	480	481	7	11	10	52	43	43	41	46	47	NA	0	0
Asian/Pacific Islander	--	41	2149	--	100	100	--	506	519	--	2	4	--	32	24	--	66	70	--	NA	2
American Indian/Alaskan Native	--	19	3992	--	100	96	--	503	478	--	11	10	--	21	46	--	68	44	--	NA	0
White	67	740	36380	100	99	99	499	503	511	3	5	4	43	35	30	54	60	65	NA	1	1
Students with Disabilities	12	200	10664	100	100	94	420	427	440	25	33	23	67	48	54	8	19	22	NA	1	1
Students without Disabilities	92	1326	68947	100	99	100	502	503	504	1	3	4	43	38	34	55	59	61	NA	0	1
Limited English Proficient Students	NC	144	10362	NC	99	97	NC	441	438	NC	24	22	NC	56	57	NC	21	21	NC	NA	NA
Migrant Students	--	12	636	--	100	96	--	476	467	--	8	14	--	58	47	--	33	38	--	NA	0
Economically Disadvantaged	45	783	37626	100	98	98	486	481	479	7	10	10	49	44	45	44	46	45	NA	0	0
Non-Economically Disadvantaged	59	743	41985	100	100	100	499	506	511	2	4	4	44	34	30	54	62	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	1537	79327	95	98	98	495	507	518	30	22	19	24	23	20	39	46	46	7	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	740	38961	98	98	98	499	511	520	30	18	16	24	25	20	37	46	48	9	11	16
Male	66	787	40295	93	97	97	492	503	516	30	25	21	24	21	19	41	45	44	5	9	16
African American	14	161	4247	93	96	98	497	493	499	7	25	27	50	32	24	43	37	41	NA	7	8
Hispanic	31	605	32327	94	97	98	483	496	499	39	28	27	23	24	25	35	42	41	3	6	8
Asian/Pacific Islander	NC	45	1939	NC	100	99	NC	531	556	NC	11	6	NC	11	10	NC	58	47	NC	20	36
American Indian/Alaskan Native	NC	19	4391	NC	95	96	NC	481	489	NC	42	32	NC	26	27	NC	32	36	NC	NA	4
White	67	699	36373	96	98	98	501	519	538	30	15	10	19	21	14	40	51	52	10	13	25
Students with Disabilities	NC	142	9321	NC	82	87	NC	453	467	NC	69	54	NC	14	22	NC	16	21	NC	1	3
Students without Disabilities	113	1395	70006	99	100	100	497	512	524	27	17	14	26	24	19	41	49	49	7	11	18
Limited English Proficient Students	NC	126	9431	NC	94	95	NC	459	466	NC	60	53	NC	28	27	NC	12	18	NC	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	49	767	37097	88	96	97	484	495	498	41	29	27	20	24	25	33	41	41	6	6	7
Non-Economically Disadvantaged	71	770	42230	100	100	99	503	518	535	23	14	11	27	21	15	44	51	50	7	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	120	1527	79501	95	97	98	488	491	497	13	10	10	30	30	25	56	58	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	739	39062	100	98	99	492	498	502	13	7	8	25	28	23	60	61	64	2	3	5
Male	65	779	40368	92	96	98	484	484	491	12	13	13	34	31	27	52	54	57	2	1	3
African American	14	164	4279	93	98	99	493	483	485	NA	14	14	29	31	30	71	55	54	NA	NA	2
Hispanic	31	591	32389	94	95	98	475	479	478	23	14	16	29	37	34	45	48	48	3	1	1
Asian/Pacific Islander	NC	44	1936	NC	98	99	NC	504	519	NC	5	3	NC	18	14	NC	73	73	NC	5	9
American Indian/Alaskan Native	NC	19	4401	NC	95	96	NC	459	473	NC	21	17	NC	47	40	NC	32	43	NC	NA	1
White	68	702	36446	97	98	99	492	503	516	9	6	4	32	24	15	57	66	73	1	4	7
Students with Disabilities	NC	132	9411	NC	76	88	NC	448	453	NC	40	36	NC	39	36	NC	20	26	NC	NA	1
Students without Disabilities	113	1395	70090	99	100	100	489	494	502	11	8	7	29	29	24	58	61	65	2	3	5
Limited English Proficient Students	NC	121	9401	NC	90	94	NC	440	443	NC	40	40	NC	50	46	NC	10	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	50	758	37183	89	94	97	476	480	479	20	15	16	34	34	34	44	50	49	2	1	1
Non-Economically Disadvantaged	70	769	42318	100	100	99	496	501	513	7	6	5	27	25	17	64	65	70	1	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	1559	80000	100	99	99	557	557	564	4	4	3	13	11	11	73	79	75	10	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	750	39288	100	99	99	582	574	579	4	3	2	5	5	6	72	81	77	19	11	16
Male	71	801	40644	100	98	98	537	541	549	4	4	4	18	16	15	75	77	74	3	3	7
African American	15	166	4307	100	99	99	548	552	551	7	4	4	7	13	13	80	76	75	7	7	7
Hispanic	33	617	32672	100	99	99	562	544	548	NA	5	4	12	13	14	76	78	76	12	4	6
Asian/Pacific Islander	NC	45	1945	NC	100	99	NC	571	592	NC	2	1	NC	9	4	NC	76	69	NC	13	25
American Indian/Alaskan Native	NC	19	4424	NC	95	97	NC	547	549	NC	5	3	NC	16	14	NC	79	77	NC	NA	5
White	72	706	36602	100	99	99	556	569	579	6	2	2	13	8	7	71	80	75	11	9	16
Students with Disabilities	14	166	9919	100	95	93	475	480	505	21	13	9	50	43	35	29	43	54	NA	NA	2
Students without Disabilities	114	1393	70081	100	100	100	565	565	571	2	3	2	8	7	7	79	83	79	11	8	12
Limited English Proficient Students	NC	132	9571	NC	99	96	NC	501	502	NC	9	10	NC	31	29	NC	60	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	56	786	37534	100	98	98	538	545	547	4	5	4	20	15	15	71	76	76	5	5	5
Non-Economically Disadvantaged	72	773	42466	100	100	100	572	568	578	4	3	2	7	7	7	75	81	75	14	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1370	78546	93	97	97	539	535	543	16	16	15	18	20	18	50	54	52	15	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	654	38645	94	97	98	532	538	545	15	14	13	26	19	18	53	56	54	6	10	15
Male	57	712	39792	92	96	97	545	533	542	18	18	17	12	21	17	47	52	50	23	10	15
African American	17	156	4205	100	97	97	518	520	524	12	21	22	29	24	22	59	53	49	NA	3	7
Hispanic	32	524	31177	89	96	97	516	520	524	31	25	22	22	24	23	38	47	48	9	4	7
Asian/Pacific Islander	NC	48	1940	NC	98	99	NC	560	580	NC	8	5	NC	8	9	NC	63	53	NC	21	33
American Indian/Alaskan Native	NC	14	4689	NC	78	95	NC	538	515	NC	14	28	NC	NA	25	NC	86	43	NC	NA	4
White	50	624	36450	91	97	97	561	550	563	6	8	7	14	17	12	56	58	57	24	17	23
Students with Disabilities	12	120	8093	63	73	82	477	484	489	58	52	50	8	28	24	33	19	23	NA	2	2
Students without Disabilities	92	1250	70453	99	100	100	546	540	549	11	13	11	20	19	17	52	57	56	17	11	16
Limited English Proficient Students	NC	104	9323	NC	93	94	NC	482	491	NC	59	47	NC	25	28	NC	16	24	NC	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	54	701	34694	89	95	96	523	523	524	19	23	23	24	24	23	48	47	48	9	6	7
Non-Economically Disadvantaged	50	669	43852	98	99	99	556	548	559	14	9	10	12	16	13	52	60	56	22	14	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1381	79045	96	97	98	506	507	512	9	9	10	31	27	25	56	61	58	4	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	657	38860	94	97	98	508	514	519	4	6	7	34	23	22	60	66	62	2	5	8
Male	61	721	40075	98	97	97	505	500	505	13	12	12	28	30	28	54	56	54	5	2	6
African American	17	158	4250	100	98	98	496	498	500	NA	8	12	47	35	31	53	56	54	NA	1	3
Hispanic	34	528	31314	94	97	98	481	493	493	24	13	16	44	35	34	32	50	48	NA	2	2
Asian/Pacific Islander	NC	48	1949	NC	98	99	NC	522	536	NC	6	4	NC	15	15	NC	77	66	NC	2	15
American Indian/Alaskan Native	NC	15	4719	NC	83	96	NC	506	489	NC	13	15	NC	7	39	NC	73	45	NC	7	2
White	52	629	36730	95	98	98	525	520	532	2	5	4	19	20	16	71	70	68	8	6	12
Students with Disabilities	16	132	8552	84	80	87	469	462	463	44	36	35	25	39	40	31	24	23	NA	NA	1
Students without Disabilities	92	1249	70493	99	100	100	512	511	517	3	6	7	32	26	24	61	64	62	4	4	8
Limited English Proficient Students	NC	108	9355	NC	96	95	NC	456	456	NC	34	37	NC	53	48	NC	13	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	57	707	34922	93	96	96	493	495	493	14	13	15	40	32	34	46	52	48	NA	2	3
Non-Economically Disadvantaged	51	674	44123	100	99	99	521	519	527	4	4	6	20	21	18	69	69	66	8	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1404	79657	96	99	99	548	565	566	6	3	3	6	7	8	88	89	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	670	39120	96	99	99	565	582	580	4	1	2	4	4	4	92	93	92	NA	2	2
Male	60	732	40423	97	99	98	534	550	553	7	5	5	8	10	12	85	85	83	NA	0	1
African American	17	161	4290	100	100	99	567	565	560	NA	2	4	NA	6	9	100	91	86	NA	1	1
Hispanic	34	541	31642	94	99	99	520	553	552	15	5	5	6	9	11	79	85	84	NA	0	0
Asian/Pacific Islander	NC	48	1948	NC	98	99	NC	574	589	NC	4	1	NC	4	3	NC	90	91	NC	2	4
American Indian/Alaskan Native	NC	17	4760	NC	94	97	NC	541	547	NC	6	5	NC	18	14	NC	76	81	NC	NA	0
White	53	635	36929	96	99	99	557	575	579	2	2	2	9	5	5	89	91	91	NA	2	2
Students with Disabilities	17	156	9069	89	95	92	484	499	508	24	15	11	24	25	30	53	60	58	NA	NA	1
Students without Disabilities	91	1248	70588	98	99	100	558	573	573	2	2	2	3	5	5	95	92	91	NA	1	1
Limited English Proficient Students	NC	107	9521	NC	96	96	NC	505	507	NC	11	13	NC	25	24	NC	64	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	56	726	35341	92	98	97	540	554	551	9	5	5	4	8	12	88	86	83	NA	0	0
Non-Economically Disadvantaged	52	678	44316	100	100	100	556	577	578	2	2	2	10	5	5	88	91	90	NA	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1310	78400	94	96	97	561	546	554	10	22	21	21	21	19	60	50	47	10	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	656	38686	93	96	98	567	547	554	9	21	20	17	22	20	62	50	49	11	7	12
Male	49	649	39636	96	96	96	556	545	554	10	24	23	24	21	18	57	49	46	8	6	13
African American	NC	140	4193	NC	92	97	NC	536	533	NC	24	32	NC	29	23	NC	44	40	NC	4	5
Hispanic	35	490	30732	95	96	97	544	532	534	11	30	31	29	23	24	57	44	40	3	3	5
Asian/Pacific Islander	NC	29	1827	NC	100	99	NC	590	594	NC	NA	8	NC	7	12	NC	69	49	NC	24	31
American Indian/Alaskan Native	NC	15	4536	NC	100	95	NC	517	528	NC	47	35	NC	27	25	NC	27	37	NC	NA	4
White	55	631	37038	95	97	97	571	558	575	9	16	11	15	19	14	62	55	56	15	10	19
Students with Disabilities	11	99	7840	69	72	81	517	496	498	36	63	60	36	21	18	27	15	20	NA	1	2
Students without Disabilities	91	1211	70560	99	99	99	567	550	560	7	19	17	19	21	19	64	52	50	11	7	14
Limited English Proficient Students	NC	110	8956	NC	92	95	NC	494	502	NC	68	56	NC	17	25	NC	14	18	NC	1	1
Migrant Students	NC	13	676	NC	93	95	NC	504	523	NC	54	38	NC	23	25	NC	23	36	NC	NA	1
Economically Disadvantaged	48	637	33014	91	94	95	546	534	534	13	29	31	31	25	24	50	41	40	6	4	5
Non-Economically Disadvantaged	54	673	45386	98	99	99	575	557	569	7	16	15	11	17	15	69	57	52	13	9	18

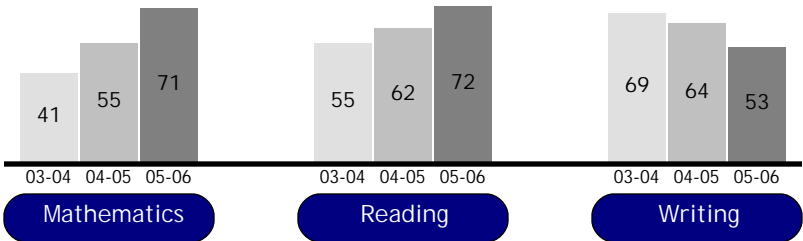
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	1327	79179	97	98	98	521	512	519	10	11	11	25	29	27	62	58	58	4	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	664	38974	96	97	99	532	518	524	5	9	8	22	26	25	67	61	61	5	3	5
Male	50	658	40124	98	97	97	509	507	513	14	12	13	28	31	28	56	55	54	2	2	4
African American	NC	144	4243	NC	94	98	NC	505	506	NC	14	14	NC	35	32	NC	48	51	NC	3	3
Hispanic	36	495	30987	97	97	98	509	498	498	8	15	17	44	36	36	42	48	45	6	1	1
Asian/Pacific Islander	NC	29	1832	NC	100	99	NC	543	543	NC	NA	4	NC	21	17	NC	66	69	NC	14	10
American Indian/Alaskan Native	NC	15	4573	NC	100	96	NC	493	494	NC	7	16	NC	60	41	NC	33	42	NC	NA	1
White	58	639	37467	100	98	98	531	524	539	10	8	5	10	21	17	76	68	70	3	3	8
Students with Disabilities	14	113	8567	88	82	88	461	463	467	50	43	39	43	36	38	7	19	22	NA	1	1
Students without Disabilities	91	1214	70612	99	100	99	531	517	524	3	8	7	22	28	25	70	62	62	4	2	5
Limited English Proficient Students	NC	109	9013	NC	91	95	NC	459	461	NC	39	40	NC	51	48	NC	10	12	NC	NA	0
Migrant Students	NC	13	680	NC	93	96	NC	482	487	NC	15	20	NC	54	43	NC	31	36	NC	NA	1
Economically Disadvantaged	51	646	33345	96	95	96	509	501	499	10	15	17	39	36	36	49	47	46	2	2	1
Non-Economically Disadvantaged	54	681	45834	98	100	99	533	523	533	9	7	7	11	22	19	74	68	67	6	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	1341	79734	98	99	99	529	555	554	4	3	3	37	18	19	59	80	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	668	39243	96	98	99	551	568	568	NA	2	2	31	12	12	69	87	85	NA	0	1
Male	51	669	40413	100	99	98	506	541	541	8	3	4	43	24	26	49	73	70	NA	NA	0
African American	NC	145	4285	NC	95	99	NC	553	548	NC	3	3	NC	18	22	NC	79	74	NC	NA	0
Hispanic	36	504	31254	97	99	99	515	541	539	6	5	5	47	23	25	47	72	70	NA	NA	0
Asian/Pacific Islander	NC	29	1837	NC	100	99	NC	581	579	NC	NA	1	NC	7	9	NC	93	87	NC	NA	2
American Indian/Alaskan Native	NC	15	4613	NC	100	97	NC	541	535	NC	NA	4	NC	27	29	NC	73	67	NC	NA	0
White	58	644	37668	100	99	99	544	565	569	2	1	1	29	13	13	69	85	85	NA	0	1
Students with Disabilities	15	131	8943	94	95	92	449	488	495	20	11	11	73	52	51	7	37	38	NA	NA	1
Students without Disabilities	91	1210	70791	99	99	100	543	561	561	1	2	2	31	14	15	68	84	83	NA	0	0
Limited English Proficient Students	NC	116	9138	NC	97	97	NC	496	492	NC	12	13	NC	44	46	NC	44	40	NC	NA	NA
Migrant Students	NC	14	687	NC	100	97	NC	499	528	NC	14	6	NC	29	28	NC	57	65	NC	NA	NA
Economically Disadvantaged	51	659	33718	96	97	97	505	542	538	8	4	5	47	23	26	45	72	69	NA	0	0
Non-Economically Disadvantaged	55	682	46016	100	100	100	552	567	567	NA	1	2	27	12	14	73	87	84	NA	0	1

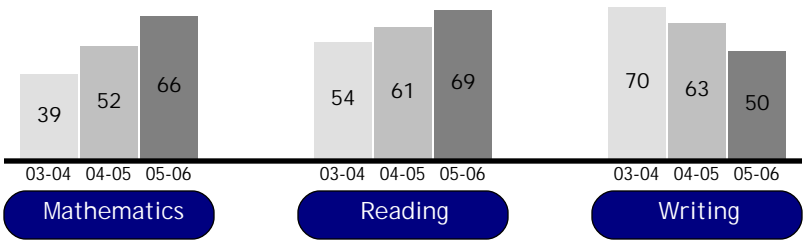
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

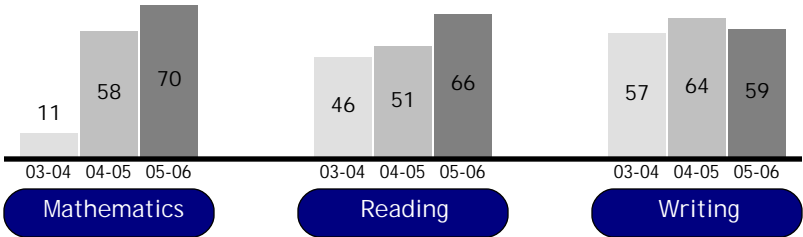
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	36	NA	58	98	47	--	47	92	48	46	46
	Language	99	30	35	50	98	38	--	47	92	50	46	48
	Mathematics	100	35	44	64	98	43	--	50	93	48	48	52
3	Reading	98	40	NA	55	98	44	--	44	94	50	43	46
	Language	98	44	50	61	98	44	--	44	98	48	43	46
	Mathematics	99	32	47	61	96	43	--	51	96	44	48	52
4	Reading	90	50	NA	56	100	51	--	48	91	54	48	52
	Language	94	44	41	52	100	50	--	49	100	50	48	52
	Mathematics	94	53	47	61	99	55	--	53	93	50	48	58
5	Reading	95	56	NA	55	99	44	--	50	93	59	50	56
	Language	100	48	39	49	99	44	--	50	100	50	48	54
	Mathematics	100	58	49	63	98	38	--	49	90	43	43	52
6	Reading	100	42	NA	56	96	50	--	51	94	52	50	56
	Language	100	43	36	48	96	47	--	47	100	41	43	50
	Mathematics	99	47	52	66	95	47	--	52	94	44	48	58
7	Reading	98	49	NA	54	99	45	--	50	95	46	50	54
	Language	97	53	44	58	99	47	--	52	96	52	54	58
	Mathematics	99	50	46	62	97	41	--	50	91	44	46	54
8	Reading	100	47	NA	55	98	46	--	51	99	59	52	58
	Language	100	37	40	52	98	47	--	50	100	54	52	56
	Mathematics	100	46	48	61	96	51	--	53	96	59	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Safety Issues
- ü Curriculum
- ü Positive Incentives
- ü School Uniforms
- ü School Improvement
- ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	1.40	Teacher Aide	3.75

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	1	0	0
4 to 6 years	6	5	0	0
7 to 9 years	5	3	0	0
10 or more years	9	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	49
Teachers with Emergency Certification.	11
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü 2 Computer Labs
- ü Library
- ü Outdoor Amphitheater
- ü Gymnasium Under Construction

Extracurricular Activities

- ü Student Council
- ü Extracurricular Sports
- ü Conflict Managers/Peer Mediators
- ü Tutoring
- ü Chorus
- ü Band
- ü Mad Science

Social Services

- ü School Resource Officer
- ü Before/After School Day Care
- ü GEAR-UP Program
- ü Fire Pal
- ü Kids At Hope

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Received a 'PERFORMING' Achievement Profile from the Arizona Department of Education, recognizing our growth in student performance.
- ü Campus was partially remodeled. Construction will continue through December, 2005, with a new library and a new gymnasium. The office area and the bus zone were redesigned for safety.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We believe in a safe and orderly environment. We work with Surprise Fire and Police Departments in preventative school safety issues, such as having a School Resource Officer and Fire Pals. We promote a respectful campus among students and staff. We are serving healthier lunches this year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kay Edwards	(623) 876-7600
Transportation Policy	Vern Wolfley	(623) 876-7052
Community Resources	Paul Tighe	(623) 876-7600
School Nutrition Programs	Diana Montgomery	(623) 876-7623
Parent Organization	Abby Lank	(623) 876-7600
Student Health/Nurse	Julie Aiton	(623) 876-7604

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.